

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

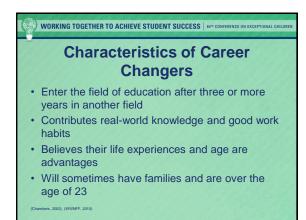
 Our CONFERENCE ON EXCEPTIONAL CHILDREN

 Characteristics of Career Changers
 Career Changers as Special Education Teachers
 Areas of Needed Support in Teacher Education Programs
 Within Program
 On the Job

 Areas of Needed Support in Schools

Working Conditions

Mentoring





## Career Changers as Special Education Teachers

- Must be highly-qualified in the content area they teach
- Must have skills and strategies to adapt instruction for students with disabilities
- Must be able to work collaboratively with general education teachers and the greater professional population.
- Must be responsible for IEP paperwork and implementation of special education services

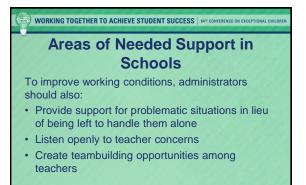
## Areas of Support Needed in Teacher Education Programs Teacher Education faculty should:

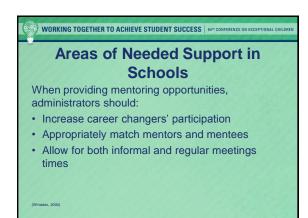
- Provide extensive and high quality field
- experiences
- Establish cross-facility collaboration
- · Provide mentoring support
- Create a sense of community through the use of cohorts and support groups
- Offer intensive instruction in subject-matter pedagogy and research-based interventions
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Areas of Support Needed in
Teacher Education Programs
Teacher Education faculty should become involved at the school district level by:
offering scheduled observations
specific professional development
and support groups



- Provide needed classroom materials and resources
- · Ask for teacher input regarding their needs
- (Billingsley, 2005), (Casev et al., 2011)







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Questions
How do teacher educators and school administrators:
Distinguish the difference between the needs of traditionally-trained special education teachers from those with non-traditional backgrounds?
• Determine the level of supports needed for career changers in special education?
Evaluate their support for career changers in special education?

